

U.S. Department of Education

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Dr. Lee Rawl
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Honea Path Elementary School
(As it should appear in the official records)

School Mailing Address 806 East Greer St
(If address is P.O. Box, also include street address)

Honea Path South Carolina 29654-1829
City State Zip Code+4 (digits total)

Tel. (864) 369-4009 Fax (864) 369-4030

Website/URL http://www.anderson2.k12/schools/hpe Email Lrawl@anderson2.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Thomas Chapman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anderson District 2 Tel. (864) 369-7364

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Brenda Cooley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>4</u>	Elementary schools
<u>2</u>	Middle schools
<u> </u>	Junior high schools
<u>1</u>	High schools
<u> </u>	Other (Briefly explain)
<u>7</u>	TOTAL

2. District Per Pupil Expenditure: \$7012
 Average State Per Pupil Expenditure: \$7022

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input checked="" type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

4. 16 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	55	56	111		7			
1	58	59	117		8			
2	48	56	104		9			
3	65	54	119		10			
4	44	50	94		11			
5					12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					545 K-4

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|----------------------------------|
| <u>84</u> | % White |
| <u>15</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u> </u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 17%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	52
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	502
(5)	Subtotal in row (3) divided by total in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 1%
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 43%

232 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 30%
162 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>130</u> Speech or Language Impairment
<u>13</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>29</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>14</u>	<u> </u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>57</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 22/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>95.7</u>	<u>95.6</u>	<u>95.6</u>	<u>96.3</u>	<u>96</u>
Daily teacher attendance	<u>95.2</u>	<u>94.2</u>	<u>91.9</u>	<u>94.7</u>	<u>95.1</u>
Teacher turnover rate	<u>10%</u>	<u>6%</u>	<u>6%</u>	<u>4%</u>	<u>0%</u>
Student dropout rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student drop-off rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>

14. (*High Schools Only*) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART-III SUMMARY

Honea Path Elementary (HPE) is located in a small rural community in upstate South Carolina. From 1965-2002 it was composed of two campuses several miles apart. In 2002, the campuses were combined in a newly expanded and renovated facility. The merged campus is located on the outskirts of Honea Path less than 200 yards from government-subsidized housing.

The closing of the majority of industrial plants in the Honea Path area has negatively affected the economy and our students. As a result, over 43% of our students qualify for free or reduced lunch. The impact of a depressed industrial economy places additional challenges on the school. The average household income is approximately \$17,300, and the median home value is approximately \$40,300. The poor socio-economic factor is compounded by the low employability of area adults who lack adequate education. Nearly 68% of adults over age 25 hold a high school diploma or less!

In spite of the bleak economic outlook, HPE has high expectations for all students. This is evidenced by our mission statement: *All students can learn the basic skills, regardless of their previous academic performance, background, socio-economic status, race or gender. We believe the school's purpose is to educate all students to high levels of academic performance. We accept the responsibility to teach all students so they can attain their maximum educational potential.*

The goal is to provide each student with a strong educational foundation which will allow future academic success. The cornerstones of this foundation are Curriculum, Commitment and Community.

The curriculum reflects the South Carolina State Standards. The district implements curriculum pacing guides to ensure all standards are taught prior to state testing. District benchmark tests are administered each quarter and the results are used to make instructional adjustments and to target instruction. Teachers use district curriculum activity notebooks based on Best Practices as a vital teaching tool. Teachers developed these instructional strategies/activities for each core area. Comprehensive staff development opportunities support teachers' classroom instruction.

The commitment to quality education by HPE staff is evident in their push towards educational excellence. Teachers work together to submit grants to fund key instructional initiatives that improve student achievement. An on-going assessment of student progress is analyzed to update instructional techniques and approaches to maximize student success. Teachers are committed to the after school and summer programs that offer struggling students extra help. Honea Path Elementary has won 8 State Incentive Awards and has been graded as "Excellent" on the State Report Card for the last three years. Honea Path Elementary met all of the No Child Left Behind AYP objectives last year.

Community involvement is an integral part of HPE's success. An active PTO bonds teachers, parents, children, and community in support for the hometown school. HPE's partnership with Torrington has won 5 prestigious state awards for outstanding school/business partnerships. Students and teachers are involved in numerous community service projects. A good relationship with the town, businesses, youth organizations, and local churches creates a unique setting where children feel safe and nurtured and are encouraged to learn. Honea Path Elementary is known as the school with the 'Big Heart'.

PART IV-INDICATORS OF ACADEMIC SUSSESS

1. School's Assessment Results in Reading and Mathematics

All students in grades 3-8 must take the Palmetto Achievement Challenge Test (PACT) each year in English Language Arts and Mathematics. PACT is a criterion-referenced test developed by the State Department of Education. The test is designed to measure mastery of specific grade level curriculum standards. These state standards are aligned to national standards and form the basis for all teaching and learning.

Students receive a performance level indicator for each subject area tested on PACT. The four performance levels are:

Below Basic: The student has not met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is not prepared for work at the next grade level.

Basic: The student has met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is minimally prepared for work at the next grade level.

Proficient: The student has met expectations for student performance based on the South Carolina Curriculum Standards and is well prepared for work at the next grade level.

Advanced: The student has exceeded expectations for student performance based on the South Carolina Curriculum Standards and is very well prepared for work at the next grade level.

PACT requires the application of knowledge and skills and is considered to be a rigorous test. Our state's performance levels on PACT (Below Basic, Basic, Proficient, and Advanced) are tied to NAEP (the National Assessment of Educational Progress, a federal standardized test). The American Institution has cited the performance levels as among the nation's highest for Research. South Carolina's PACT testing system has been praised by the U.S. Department of Education and the South Carolina standards are rated third highest in the nation by *The Princeton Review*.

School test results are significantly above the state averages for 2001-2003 at all grades and in all subjects. An analysis of the scores reveals equity among demographic groups. HPE has intervention practices and instructional strategies in place to ensure that children are not left behind due to demographic factors. School wide from 2001 to 2003 the percent of all students in ELA scoring Below Basic decreased from 8.7% to 6.4%; math decreased from 14.9% to 3.5%. For subsidized meal students from 2001 to 2003 the percent scoring below basic decreased from 16.7% to 13.7% in ELA and from 31.5% to 6.8% in math. Even though more than forty percent of the students are classified as low socio-economic, the school ranks in the top ten percent in the state for high test scores and has demonstrated dramatic improvement for students who are classified as being economically disadvantaged.

2. School Assessment Data in Understanding Student and School Performance

Assessment is a continuous process and is part of the learning triangle of standards, instruction and assessment. Instructional decisions are based on the analysis of data and the premise that every child can learn. Professional development days are scheduled prior to the start of school to provide time for analysis of PACT assessment data. Utilizing this information, teachers analyze test data individually and by grade levels to determine patterns of strengths and weaknesses demonstrated by their previous students. This analysis also identifies areas that the teacher needs to target. By the time the students arrive for their first instructional days, teachers have studied their previous year's test data and academic plans.

In addition to routine classroom assessment, other varied assessment techniques are utilized. Benchmark tests are given three times yearly before PACT and reports are interpreted during grade level meetings in order to provide the most effective instruction. Phonological Assessments are administered to the K-5 students by speech pathologists. The results are used to target those students who may need extra assistance in first grade. Based on this screening, students may qualify for a developmentally appropriate, small group intervention component of Project Read. The STAR reading program assesses each student's independent reading level several times each year. Teachers use this assessment information when planning and implementing flexible grouping. NCSLearn is a computer based curriculum allowing students to progress at their own pace in the areas of reading and math. NCSLearn reports assess individual student strengths and weaknesses allowing teachers to adjust instruction and remediate when necessary. All kindergarten and first grade students are assessed with a Readiness test developed by the state. Assessment is an integral part of instruction.

3. School Communication to Parents, Students and Community

Honea Path Elementary maintains a comprehensive approach to parent and community communication through various avenues. A district-wide Annual Report is mailed to every home and business in the district. The District Annual Report and School Summary Report contain a breakdown of all district test scores and compare each school with district and state results. These are provided to parents and include school, district and state assessment results on all standardized and criterion-referenced tests. Each year the Honea Path Elementary School Annual Report Card is mailed to every household in the district to provide general information about the school and to display the school's performance using both absolute and improvement ratings. It provides four-year school performance trends and details student achievement data by content area and student demographics. Data is also explained in local newspapers, the school newsletter, and school, district and state Web sites. Home reports are sent to parents for standardized and criterion-referenced and diagnostic tests. Parents review assessment data quarterly through report cards. However, parents are apprised of their child's progress on an ongoing basis. To encourage extra assistance, mid-quarter interim reports are sent to parents. School test results are discussed during School Improvement Council, PTO and School Board Meetings. Community business partner provides rewards for student achievement. Student honor rolls are published in the newspaper.

Academic Plan Conferences provide parents of students experiencing difficulty with state standards information, current performance levels, and suggestions for helping their children at home. We promote an open-door policy and parents are encouraged to conference with teachers on a regular basis. The Family Learning Coordinator operates our Family Resource Center. She communicates with parents, conducts parenting workshops, provides information on available resources, and helps parents understand the district's early childhood initiatives.

4. Share Success with Other Schools

Honea Path Elementary believes sharing creates a better education for the children of today, tomorrow and the future. As educators, we have the potential to make a difference in children around the world.

We understand how vital it is to share our success with our community, district and neighboring schools because they are an integral part of our educational growth. Information about our award will be released to various media outlets including our local and county newspapers, radio stations and television stations. Our school web page will highlight our new distinction of National Blue Ribbon School with a link to the No Child Left Behind Blue Ribbon Program that allows visitors to read about the nature of the prestigious award. A Blue Ribbon Open House will allow us to celebrate our success with our students, families and community.

This award will also be a prime opportunity to establish a network that will foster sharing information, knowledge, research and resources among people who have a common purpose and commitment to quality education. With our welcoming open door policy, an invitation is always extended to visitors who would like to learn more about our successful educational strategies. Our staff is willing to make presentations at SCIRA, the math conference and other meetings where we can showcase our activities as well as learn from others.

PART V-CURRICULUM AND INSTRUCTION

1. Honea Path Elementary's Curriculum

HPE's curriculum is designed to meet the South Carolina (SC) State Department of Education's Standards. The SC Standards outline the basic knowledge and skills students are expected to master. The curriculum sets benchmarks and content standards at all grade levels and is aligned so students will be prepared for the Palmetto Achievement Challenge Test. Content Pacing Guides are used to guarantee all SC Standards are taught before students are tested. The curriculum sets high standards in all testing areas that include reading, language arts, math, science and social studies. A variety of teaching methods are utilized in order to ensure students meet or exceed these standards.

Honea Path Elementary's Language Arts curriculum centers on reading, writing and word development and is based on a Balanced Literacy Framework. It centers around the essential component of effective reading instruction; phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers provide a comprehensive approach to reading and writing instruction aligned with the SC State Standards. District Curriculum Activity notebooks were developed based on Best Practices and provide teachers with a map that leads to student achievement.

The mathematics curriculum focuses on SC State Standards at each grade level. The curriculum focuses on the understanding and application of key mathematical concepts and skills that are appropriate to each student's ability level based on national and state standards. The mathematics curriculum notebooks provide teachers with grade appropriate standard-based activities. Along with their textbooks, classroom teachers utilize manipulatives, Terrific Six (math strand) activities, Star math, mental math and Every Day Counts Math Calendar in order to address the diverse range of learning styles. Students receive extra instructional assistance due to HPE's Title I school status.

The goal of the science curriculum is to enable all students to understand scientific concepts, skills and processes. Teachers design activities and incorporate kit experiences based on the SC State Science Standards. A fully equipped science lab is utilized weekly. Lab experiences allow students to investigate concepts using the scientific method. Our science curriculum gives students a better understanding of the big ideas of science and the world around them.

The Social Studies Curriculum is correlated to the SC State Standards. Classroom activities support the connection between past and present, people, places and events. School murals depict community landmarks and provide opportunities for students to learn physical geographical aspects of their community. Classroom environments, learning centers and community involvement introduce students to the importance of their civic responsibilities. Our school-wide character development program, "Super Stingers", is used to develop responsible citizenship. Teachers capitalize on students' natural curiosity, diverse background and cultures and prior knowledge.

HPE's Related Arts program includes music, physical education, library, and art. These teachers use an integrated curriculum approach enhancing all curricular areas. Students are exposed to an array of additional experiences such as dance, drama and visual arts funded by a local foundation.

Technology is an integral part of each core curricular area. The NCS Learn lab is used daily by all students to accelerate, strengthen, review and remediate. Students also use technology as they conduct research, publish original work, and create websites.

2. Honea Path Elementary's Reading Curriculum

Our reading curriculum is based on national and state standards. Reading and Language Arts instruction is the driving force in all curriculum areas in our school. Our Reading program centers around the essential components of effective Reading instruction; phonics, phonemic awareness, fluency, vocabulary, and comprehension. Through our balanced literacy program, we address five areas of study: reading/literature, listening, speaking, writing and research, at each grade level. Honea Path Elementary chose this approach because it is research based and part of national Best Practices. A learning environment rich in print, research based instruction and leveled reading materials create a classroom climate for success. Teachers incorporate read alouds, shared reading, independent reading and guided reading with flexible groupings. Flexible grouping practices provide opportunities to expand, enrich and accelerate student learning. We utilize cross-curricular writing techniques. Word Study is embedded in all curriculum areas and focuses on word patterns/families, vocabulary development and word walls. Students' independent reading levels are enhanced through the Accelerated Reader program. Our primary, special education and speech teachers utilize a research based language arts program Project Read, which is a systematic learning approach with direct teaching of concepts and skills through multi-sensory techniques. We realize that early intervention is the key. Our early childhood development program immerses children in developmentally appropriate activities such as Book Buddy Bags and begins them on the path to become lifelong learners. Our programs follow the NAEYC guidelines and state standards. We utilize Early Childhood Environment Rating Scales for program improvement. Our early childhood curriculum focuses on concepts from High Scope, Montessori, and Creative Curriculum.

3. Honea Path Elementary's Science Curriculum

Our science curriculum is based on the SC State Standards and the National Standards for Science. The curriculum emphasizes incorporation of all the senses and is developmentally appropriate. Our science curriculum centers on our school's mission that students can learn basic skills regardless of their academic performance, background, race or gender. We begin our units with assessing and building on students' prior knowledge of subject matter. Our science curriculum stresses helping students understand and make connections to the world around them instead of simply memorizing facts. The curriculum uses an inquiry-based approach to promote openness to new ideas and application of science process skills. Students are encouraged to brainstorm, discuss, question, predict, observe, experiment, interpret, draw conclusions and communicate findings with the class. Students use Delta kits, Foss kits, Insights kits and other hands-on experiences. Science software is used in the classroom and science lab. Teachers use additional teaching strategies, materials, literature selections and videos to supplement and reinforce curriculum standards. Our community sponsored outdoor classroom includes a SC Fence garden and a bog garden that make wonderful places for students to study science in a natural setting. Students participate in science fairs at the local, district and regional levels. Students are able to design and carry out scientific investigations centered on their particular area of interest and compete with their peers. Additional activities such as planting trees on Arbor Day, field studies, guests such as Snakes Alive and our annual Egg Drop continue to keep our science curriculum lively and interesting.

4. Instructional Methods to Improve Student Learning

Honea Path Elementary uses a variety of instructional methods to improve student learning. The key component is the use of assessment data to guide instruction. Teachers are skilled diagnosticians who utilize district test analysis procedures to review assessment data and identify students' strengths and weaknesses. Instructional plans that assist in closing the achievement gaps are designed based on these analyses.

Teachers plan for differentiated instruction and flexible groupings to meet each student where he or she is in order to facilitate learning. Differentiated instruction and flexible grouping provide students with activities and materials varied by difficulty, student interests or by students' preferred learning styles. Teachers use direct instruction, modeling and demonstrations to provide instruction in small learning increments that students can follow. Cooperative grouping, small group instruction and peer tutoring are used to group individuals in teams for shared educational goals. Student centered approaches, inquiry/discovery, problem solving and hands-on experiences engage students in learning as they ask questions, complete investigations, answer questions and present the results. Teachers also incorporate individualized instruction as they focus on students' individual knowledge as a means to prescribe and remediate. Teachers are adept in observing, listening, leading, facilitating, questioning, and summarizing in order to use effectively decision making strategies in assisting students in learning new standards.

5. Professional Development Program and its impact on improving student achievement.

Professional development is an on-going process at Honea Path Elementary. It is designed to provide teachers with the necessary tools to meet the needs of each child. Teachers identify areas of staff development needs, and these needs become a blueprint for planning school level staff development opportunities.

All teachers have received extensive training in the Four Blocks Balanced Literacy Model which is used school-wide for reading and language arts instruction. After the initial training, follow-up and coaching sessions were held to ensure appropriate implementation.

Grade level teachers collaborate on a weekly basis. During these meetings teachers encourage and contribute to the professional growth of team members as they share strategies and information obtained through conferences, workshops and district grade chair meetings. The collaboration that occurs in the grade level meetings is used to mentor new teachers and to plan strategies to help struggling students.

Teachers collaborate with other teachers in the district by grade levels to evaluate materials and to develop activities to implement standards. Teachers have received grade level inservice training on science kits, calendar math, writing strategies, test analysis and the use of math manipulatives.

All teachers have been trained on the NCSLearn software. This training provides the necessary skills to use the software to improve student achievement. They learn how to determine the appropriate level for each student, how to generate and interpret reports, and how to remediate students' weaknesses. This professional development is job embedded and ongoing.

PART VI-PRIVATE SCHOOL ADDENDUM

Not Applicable

PART VII-ASSESSMENT RESULTS

GRADE: 3

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/publication year 1999-2003

Publisher South Carolina Department of Education

What groups were excluded from testing? Why? and how were they assessed?

Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment to ensure that students with significant disabilities have the opportunity to participate in a challenging standards-based curriculum that will result in high expectations for all students. The students are in profoundly mentally disabled or trainable mentally disabled classes. Honea Path Elementary School houses a TMH class for the District. The data tables reflect the numbers and percent of students who were excluded but tested with PACT–Alt. (4 students in 2001; 1 student in 2002; 0 students in 2003)

PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade level.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade level. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade level.

Palmetto Achievement Challenge Test (PACT)

Honea Path Elementary School

Grade 3 Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Basic	96.3	95.5	89.8
% At or Above Proficient	62.2	52.3	58
% At Advanced	23.2	36.4	25
Number of students tested	88	88	88
Percent of total students tested	100	98.9	95.6
Number of students excluded	0	1	4
Percent of students excluded	0	1.1	4.4
SUBGROUP SCORES			
1. Free/Reduced Lunch			
% At or Above Basic	92.5	92.3	76.2
% At or Above Proficient	50	41	38.1
% At Advanced	10	28.2	0
Number of students tested	40	39	21
2. African American			
% At or Above Basic	85.7	84.6	100
% At or Above Proficient	35.7	23.1	46.2
% At Advanced	7.1	7.7	7.7
Number of students tested	14	13	13
STATE SCORES			
% At or Above Basic	81.6	73.6	72.1
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	33.1	31.1	33.3
State Mean Score	N/A	N/A	N/A
% At Advanced	11.8	12	16.4
State Mean Score	N/A	N/A	N/A

N/A – Not Available

GRADE: 3

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/publication year 1999-2003

Publisher South Carolina Department of Education

What groups were excluded from testing? Why? and how were they assessed?

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PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade level.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade level. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade level.

Palmetto Achievement Challenge Test (PACT)

Honea Path Elementary School

Grade 3 English/Language Arts

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Basic	96.3	95.5	93.2
% At or Above Proficient	70.4	48.9	63.6
% At Advanced	12.3	8	2.3
Number of students tested	87	88	88
Percent of total students tested	98.9	98.9	95.6
Number of students excluded	1	1	4
Percent of students excluded	1.1	1.1	4.4
SUBGROUP SCORES			
1. Free/Reduced Lunch			
% At or Above Basic	92.9	88.2	75
% At or Above Proficient	57.2	41.2	37.5
% At Advanced	3.6	5.9	0
Number of students tested	28	34	16
2. African American			
% At or Above Basic	88.9	63.6	95.1
% At or Above Proficient	77.8	18.2	77.1
% At Advanced	11.1	0	3.3
Number of students tested	9	11	13
STATE SCORES			
% At or Above Basic	81.2	79.9	78.7
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	43.8	40.7	41.6
State Mean Score	N/A	N/A	N/A
% At Advanced	5.4	4	3.4
State Mean Score	N/A	N/A	N/A

N/A – Not Available

GRADE: 4

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/publication year 1999-2003 **Publisher** South Carolina Department of Education

What groups were excluded from testing? Why? and how were they assessed?

Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test –Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT –Alt, which is a portfolio year-long assessment to ensure that students with significant disabilities have the opportunity to participate in a challenging standards-based curriculum that will result in high expectations for all students. The students are in profoundly mentally disabled or trainable mentally disabled classes. Honea Path Elementary School houses a TMH class for the District. The data tables reflect the numbers and percent of students who were excluded but tested with PACT –Alt. (0 students in 2001; 2 students in 2002; 0 students in 2003)

PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade level.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade level. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade level.

Palmetto Achievement Challenge Test (PACT)

Honea Path Elementary School

Grade 4 Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Basic	96.7	97.7	80.6
% At or Above Proficient	45.1	46	36.1
% At Advanced	19.8	23	9.7
Number of students tested	92	87	72
Percent of total students tested	100	97.8	100
Number of students excluded	0	2	0
Percent of students excluded	0	2.2	0
SUBGROUP SCORES			
1. Free/Reduced Lunch			
% At or Above Basic	92.1	95.8	68.2
% At or Above Proficient	34.2	20.8	13.6
% At Advanced	10.5	8.3	0
Number of students tested	38	24	22
2. African American			
% At or Above Basic	100	93.8	75
% At or Above Proficient	21.4	37.5	12.5
% At Advanced	7.1	12.5	12.5
Number of students tested	14	16	8
STATE SCORES			
% At or Above Basic	80.1	74.3	67.1
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	33.7	35.6	26
State Mean Score	N/A	N/A	N/A
% At Advanced	13.8	15.3	9.6
State Mean Score	N/A	N/A	N/A

N/A – Not Available

GRADE: 4

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/publication year 1999-2003 Publisher South Carolina Department of Education

What groups were excluded from testing? Why? and how were they assessed?

Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test –Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT –Alt, which is a portfolio year-long assessment to ensure that students with significant disabilities have the opportunity to participate in a challenging standards-based curriculum that will result in high expectations for all students. The students are in profoundly mentally disabled or trainable mentally disabled classes. Honea Path Elementary School houses a TMH class for the District. The data tables reflect the numbers and percent of students who were excluded but tested with PACT –Alt. (0 students in 2001; 2 students in 2002; 0 students in 2003)

PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade level.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade level. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade level.

Palmetto Achievement Challenge Test (PACT)

Honea Path Elementary School

Grade 4 English/Language Arts

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Basic	91.2	94.3	90.3
% At or Above Proficient	34.1	48.3	33.3
% At Advanced	0	0	1.4
Number of students tested	92	87	72
Percent of total students tested	100	97.8	100
Number of students excluded	0	2	0
Percent of students excluded	0	2.2	0
SUBGROUP SCORES			
1. Free/Reduced Lunch			
% At or Above Basic	80.6	78.6	90
% At or Above Proficient	35.5	21.4	20
% At Advanced	0	0	0
Number of students tested	31	14	20
2. African American			
% At or Above Basic	81.8	78.6	87.5
% At or Above Proficient	27.3	28.6	25
% At Advanced	0	0	0
Number of students tested	11	14	8
STATE SCORES			
% At or Above Basic	75.4	79.6	80
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	31.4	32.5	37.3
State Mean Score	N/A	N/A	N/A
% At Advanced	2.2	2.2	2.1
State Mean Score	N/A	N/A	N/A

N/A – Not Available